



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

August 2022

# PARCC 2022 Final Results

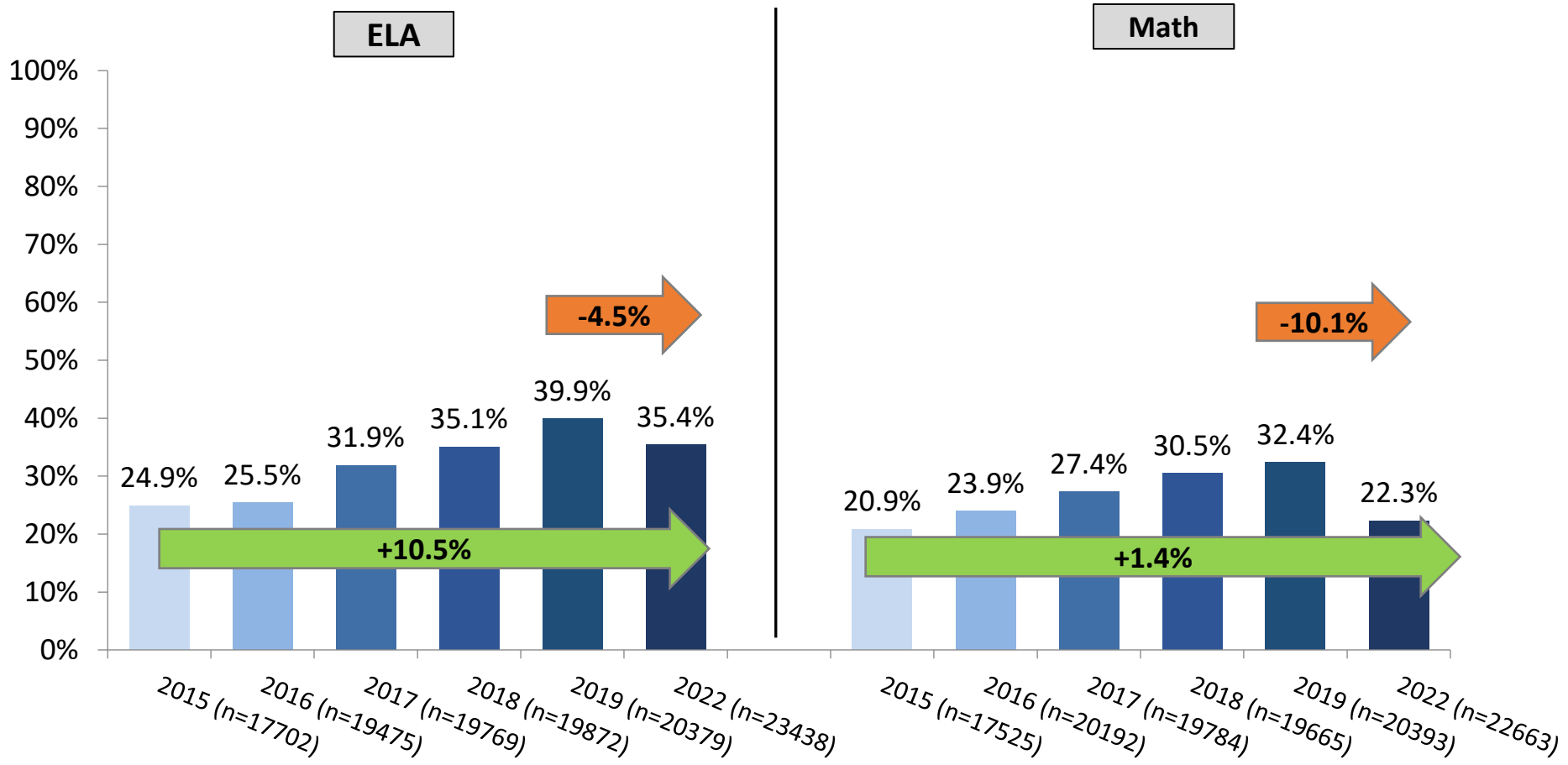


## Overall Takeaways

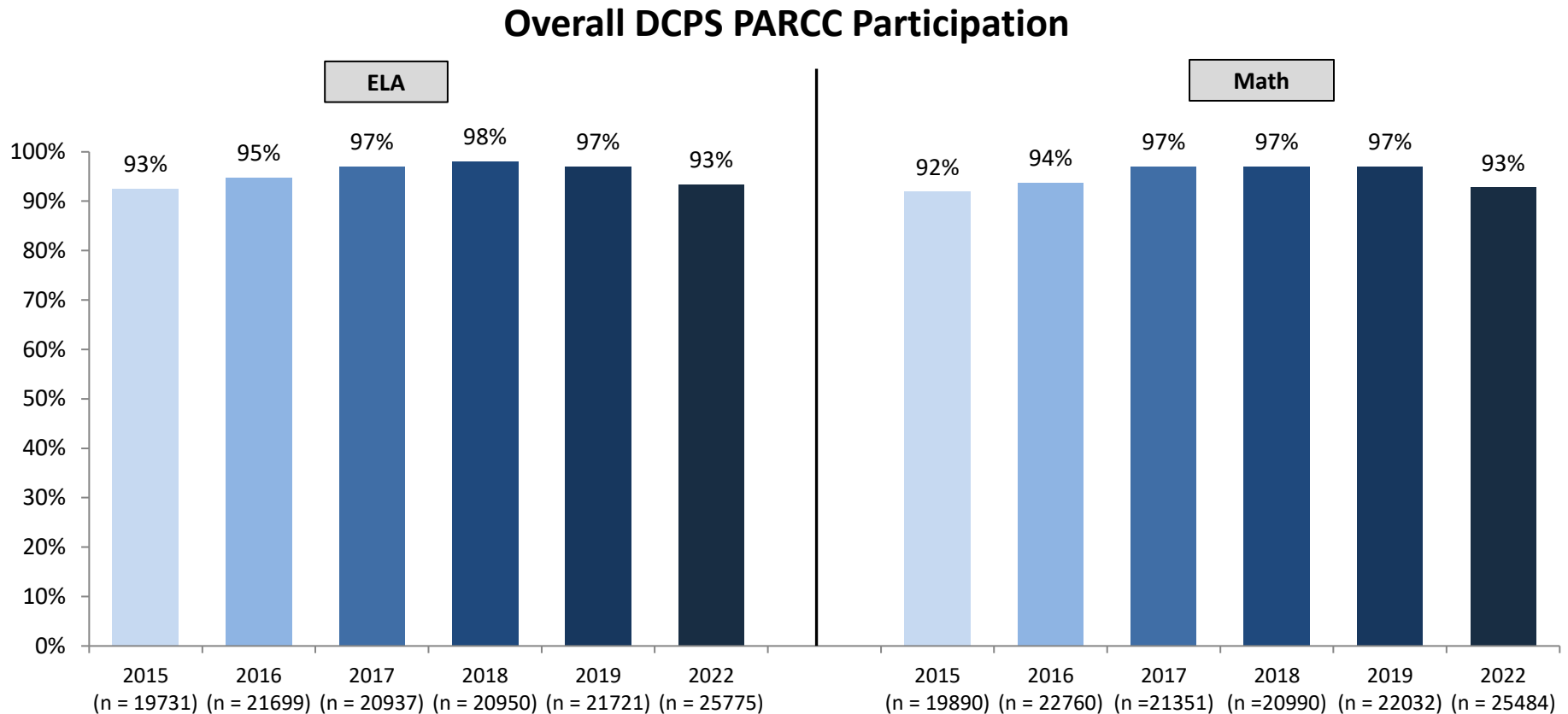
- **Districtwide ELA and Math performance:**
  - DCPS saw declines in both ELA (-4.5 percentage points) and Math (-10.1 percentage points) after the Covid-19 pandemic.
  - 35.4% scored proficient (L4+L5) in ELA; and 22.3% scored proficient in Math.
  - Participation dipped to 93% in both ELA and Math (from 97% in 2019).
    - Overall, participation rates among grades 3-7 were above the 95% threshold.
    - Participation rates among Grade 8 and HS students were below the threshold.
- **Nearly all subgroups declined compared to pre-pandemic in 2019:**
  - Nearly all subgroups declined in both ELA and Math.
  - Among the major racial/ethnic subgroups, Hispanic/Latino students saw the greatest declines in both ELA (-7.5 percentage points) and Math (-15.5 percentage points).
  - The Black-white opportunity gap has remained flat since 2019 for both ELA and Math (61 percentage points in ELA and 64 percentage points in Math).
- **All grade levels declined in both ELA and Math.**
  - In ELA, 8<sup>th</sup> grade had the largest dip by 12 percentage points.
  - In Math, 4<sup>th</sup> grade decreased by 11.1 percentage points.

After the Covid-19 pandemic, DCPS saw declines in PARCC proficiency in both ELA (-4.5 percentage points) and Math (-10.1 percentage points).

### Overall DCPS PARCC Proficiency ( % L4 + L5)



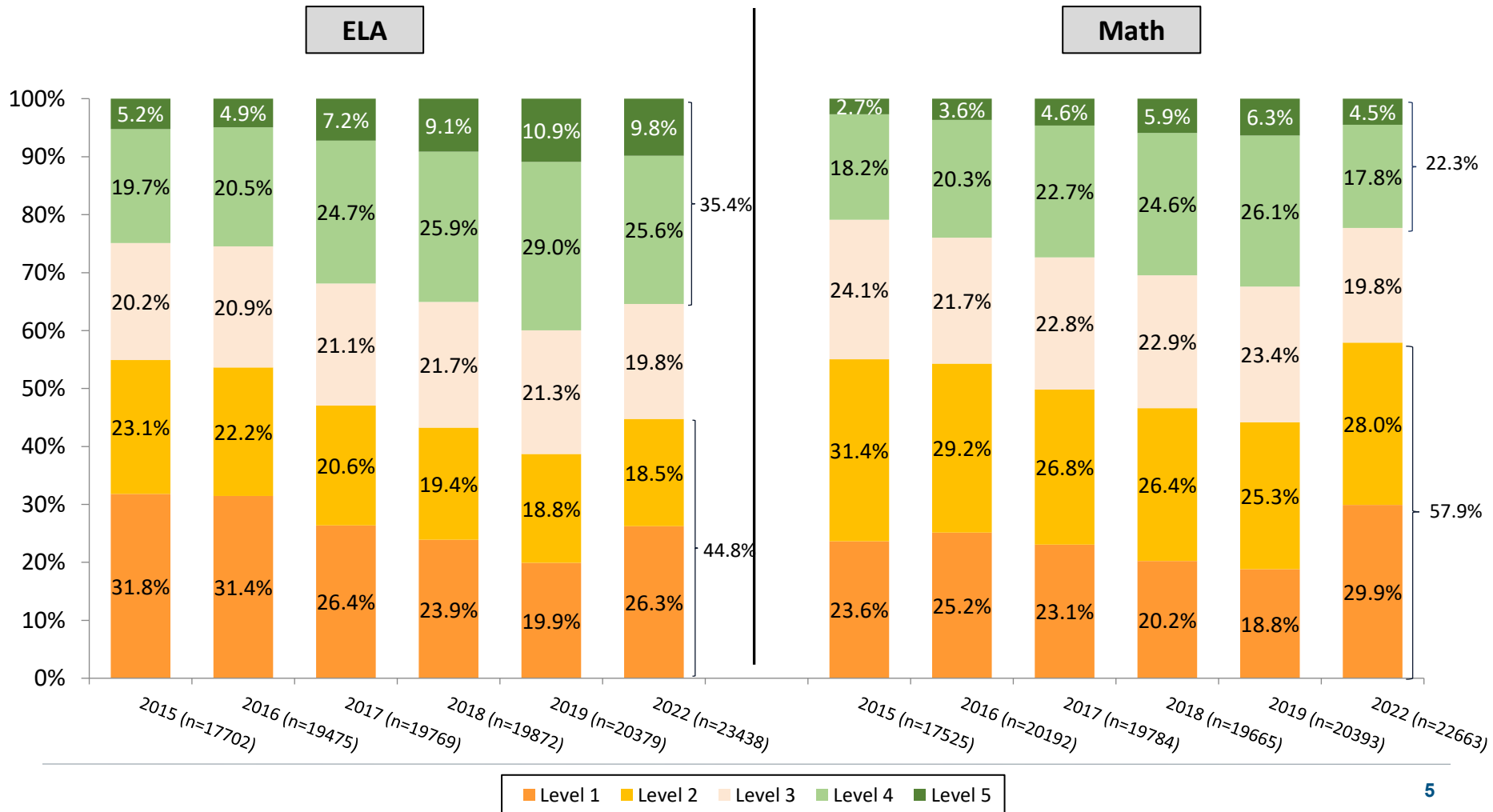
Participation decreased for both ELA and Math to 93%, below the requirement for 95% participation threshold.



*Note.* *n* represents the number of eligible participants.

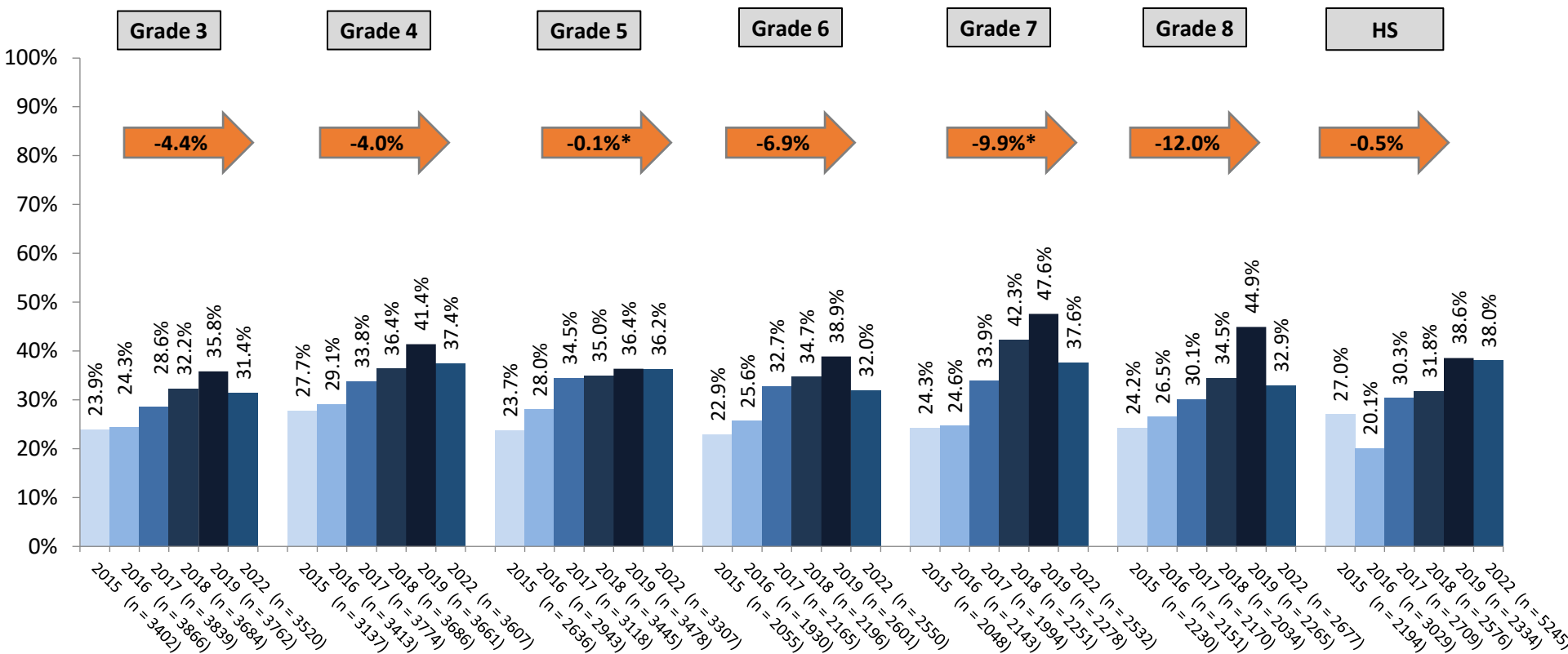
Compared to 2019, the percent of students at L4 and L5 decreased while the percent of students at L1 and L2 increased.

### Overall DCPS PARCC Performance by Achievement Level



All grade levels declined in ELA.  
8<sup>th</sup> grade has dipped by 12 percentage points compared to 2019.

### DCPS ELA PARCC % L4 + L5 by Grade

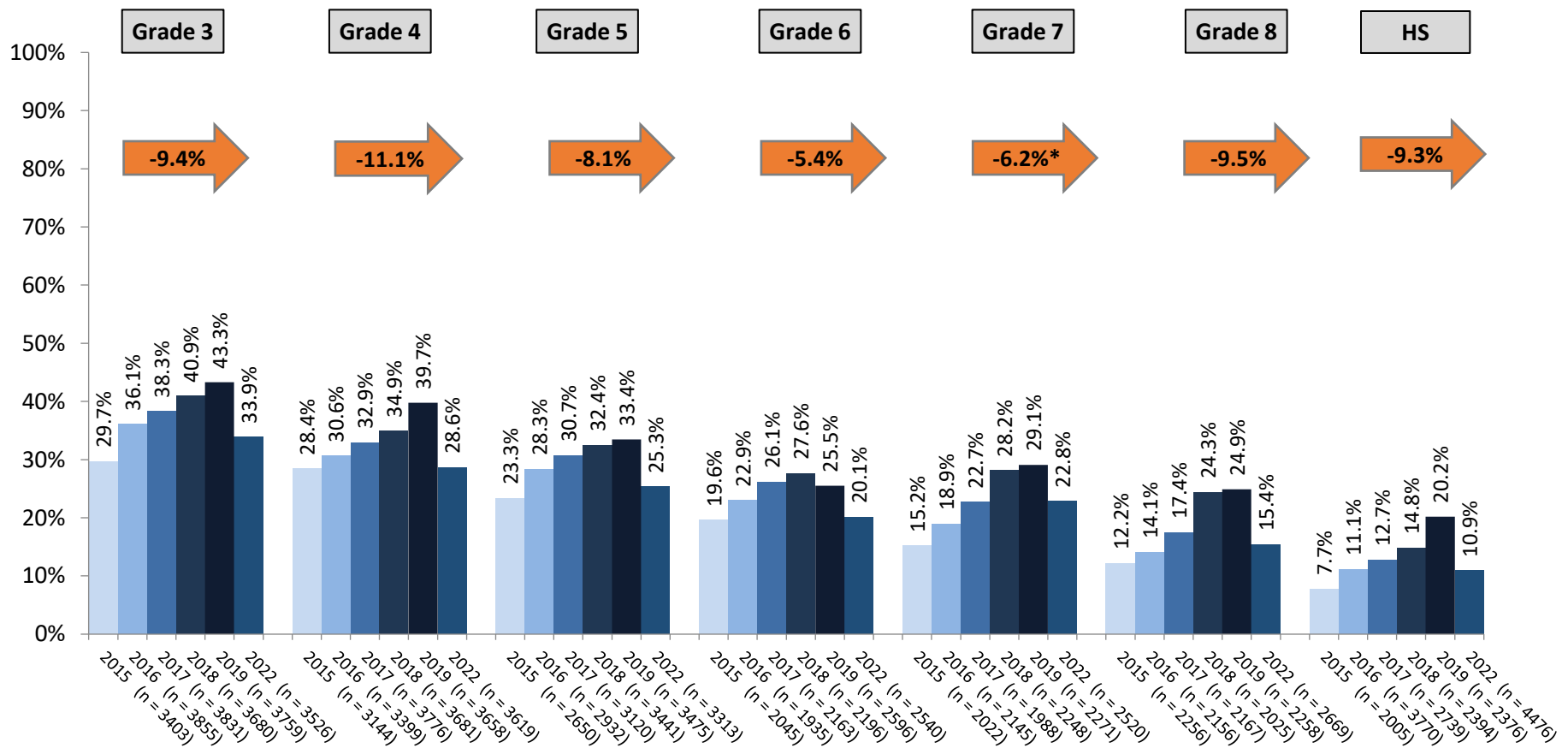


Note. English I was not a required assessment until 2022. Therefore, the 2022 results may not be comparable to previous years.

\*rounded to the nearest 10th of a percent

All grade levels saw a large decline in Math.  
 4<sup>th</sup> grade has decreased by 11.1 percentage points compared to 2019.

### DCPS Math PARCC % L4 + L5 by Grade



Note. Algebra I was not a required assessment until 2022. Therefore, the 2022 results may not be comparable to previous years.

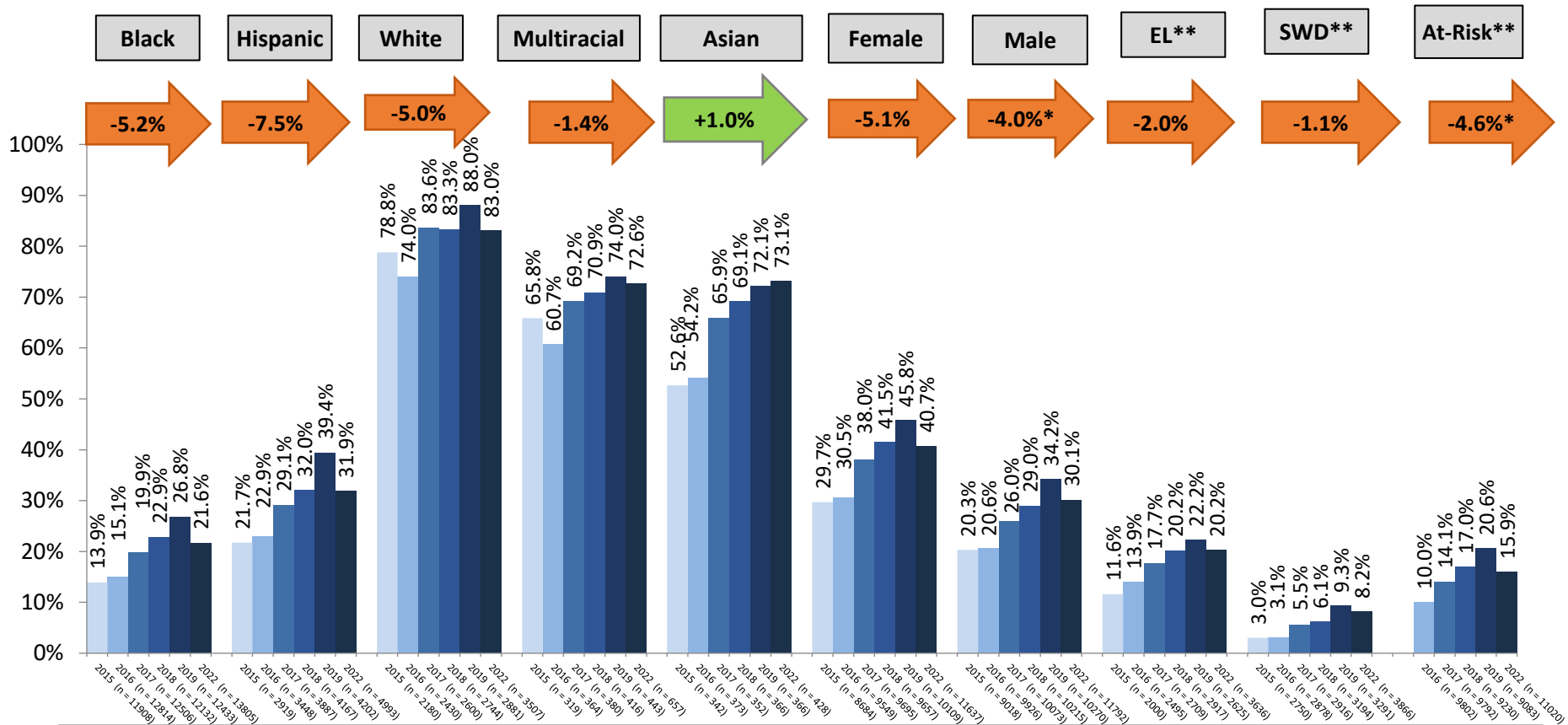
\*rounded to the nearest 10th of a percent

# PARCC by Subgroups



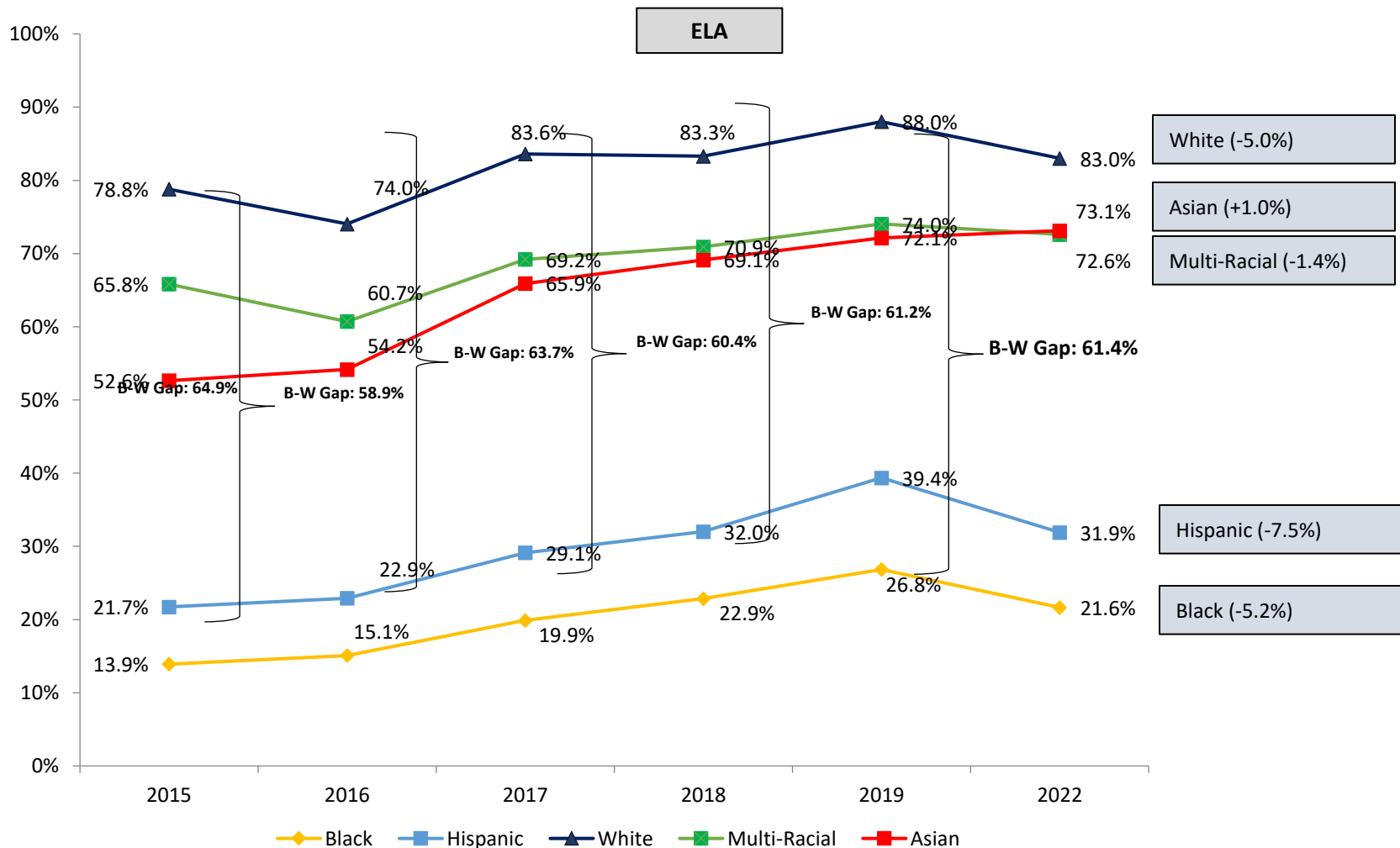
# Most major DCPS subgroups declined in ELA.

## DCPS ELA PARCC Proficiency (% L4 + L5) by Student Subgroup

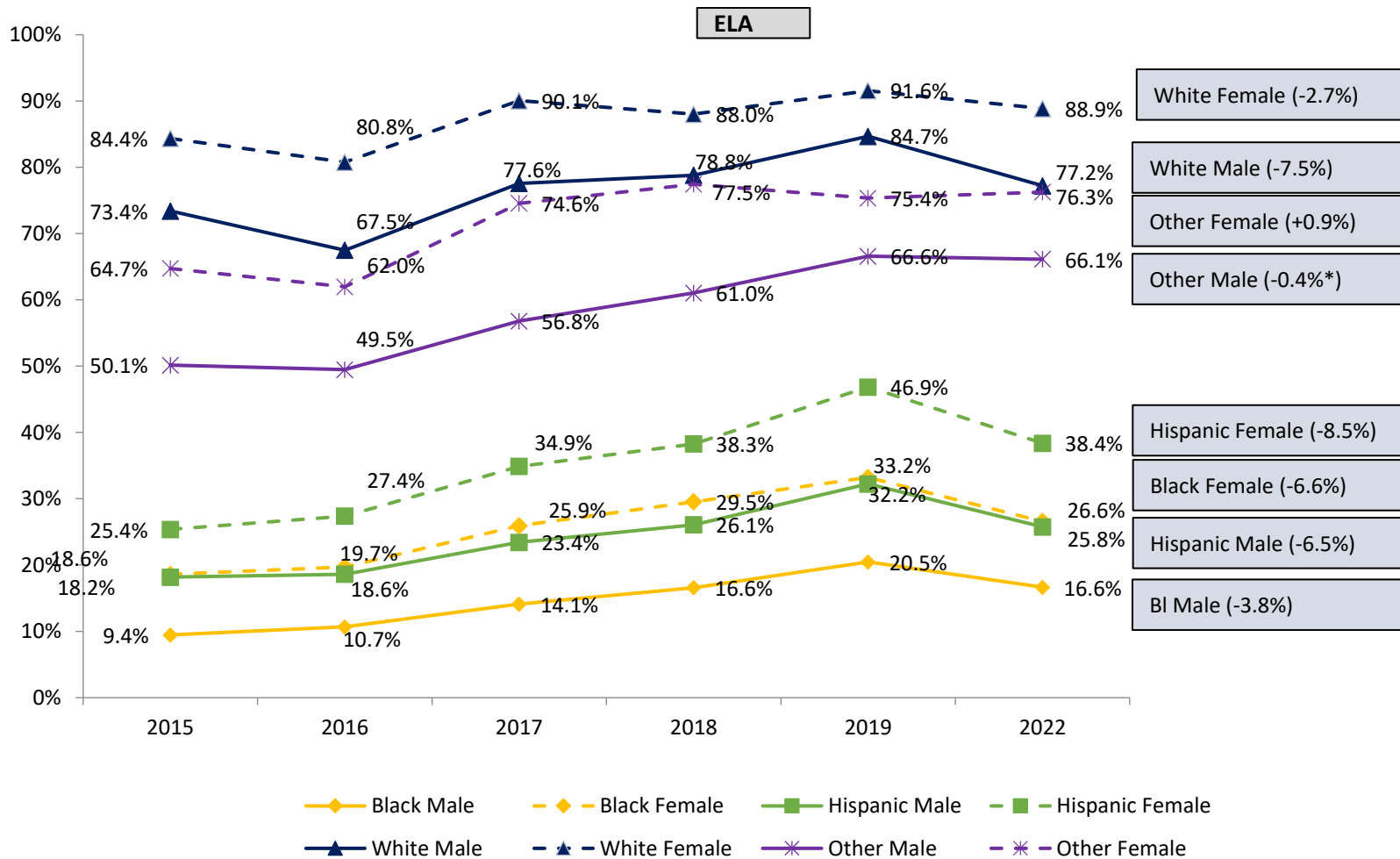


\*\*EL (English Learners) includes both students who are active ELs and those who are being monitored. SWD (Students With Disabilities) includes only students who have an active IEP. At-risk includes students who are homeless, under the care of the District's foster care system, qualify for TANF or SNAP, or high school students who are overage. "At-Risk" is being used instead of "Economically Disadvantaged" in OSSE's Accountability calculations for low-income students. At-risk data is not available for PARCC 2015.

The Black-white opportunity gap in ELA has remained flat (61%).  
Hispanic/Latino students saw the largest decline (-7.5 percentage points).

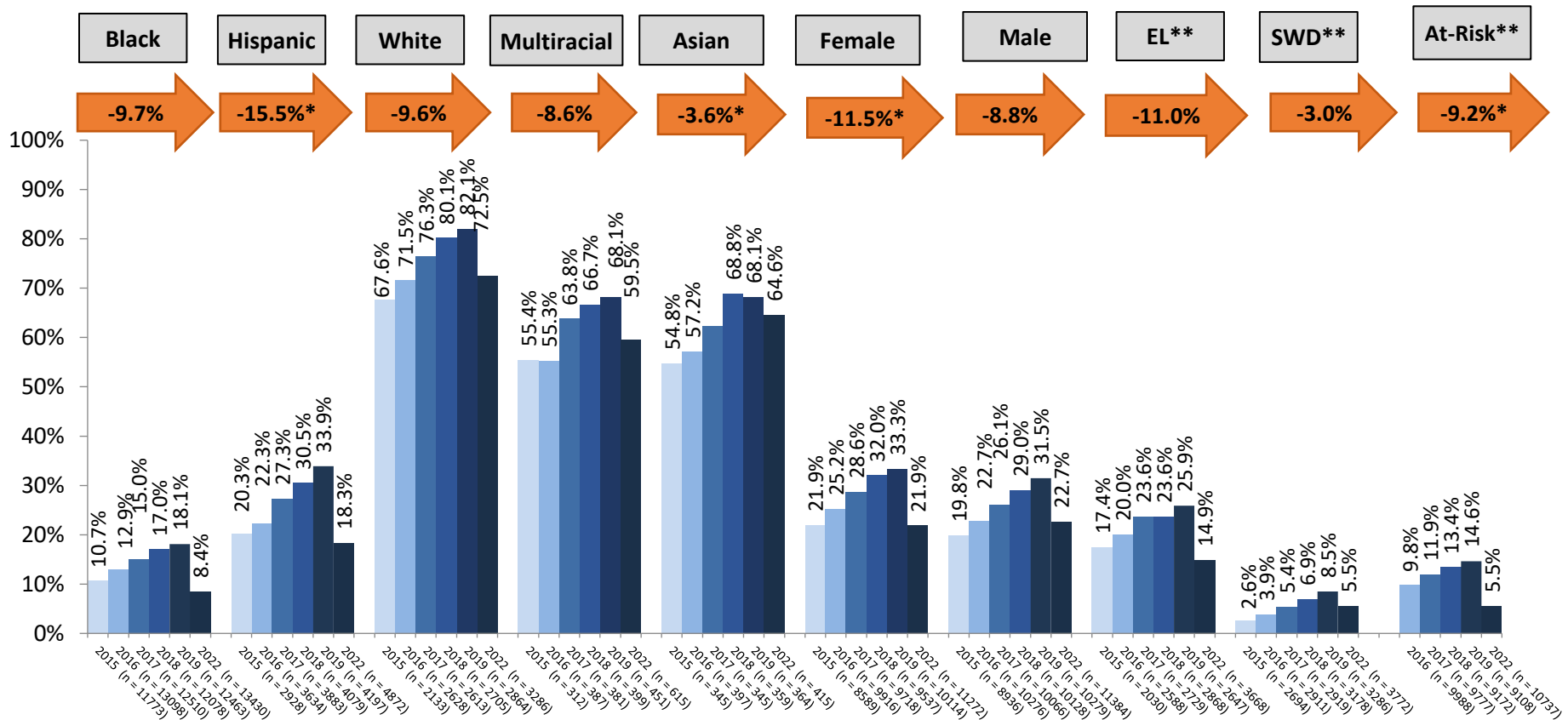


All race and gender groups decreased in ELA except Other Female students.  
Female students outperformed males across all subgroups.



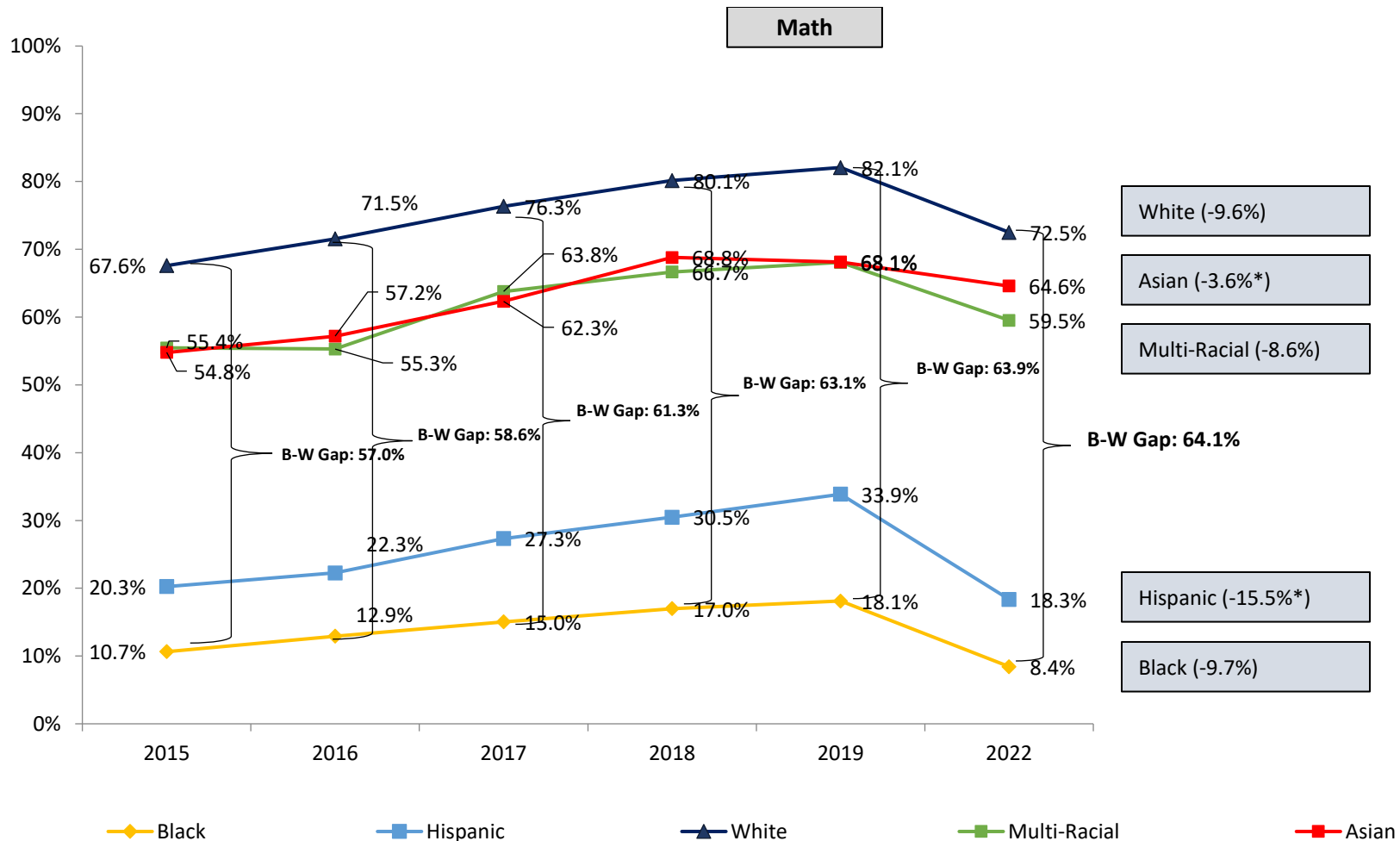
## All DCPS subgroups declined in Math.

### DCPS Math PARCC Proficiency (% L4 + L5) by Student Subgroup

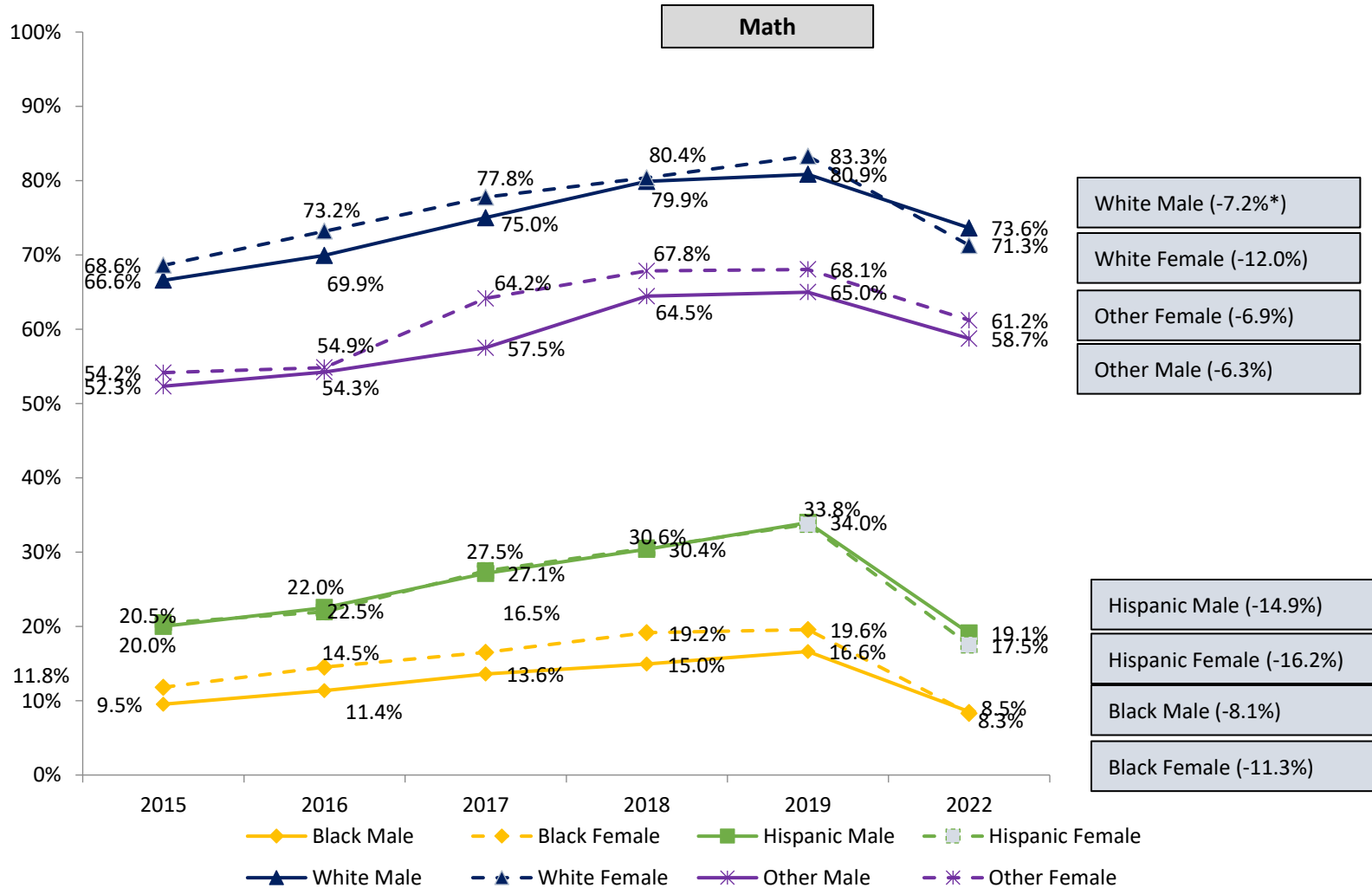


\*\*EL (English Learners) includes both students who are active ELs and those who are being monitored. SWD (Students With Disabilities) includes only students who have an active IEP. At-risk includes students who are homeless, under the care of the District's foster care system, qualify for TANF or SNAP, or high school students who are overage. "At-Risk" is being used instead of "Economically Disadvantaged" in OSSE's Accountability calculations for low-income students. At-risk data is not available for PARCC 2015.

The Black-white opportunity gap in math has remained flat at 64% since 2019. Hispanic/Latino students showed the largest decline (-15.5 percentage points).



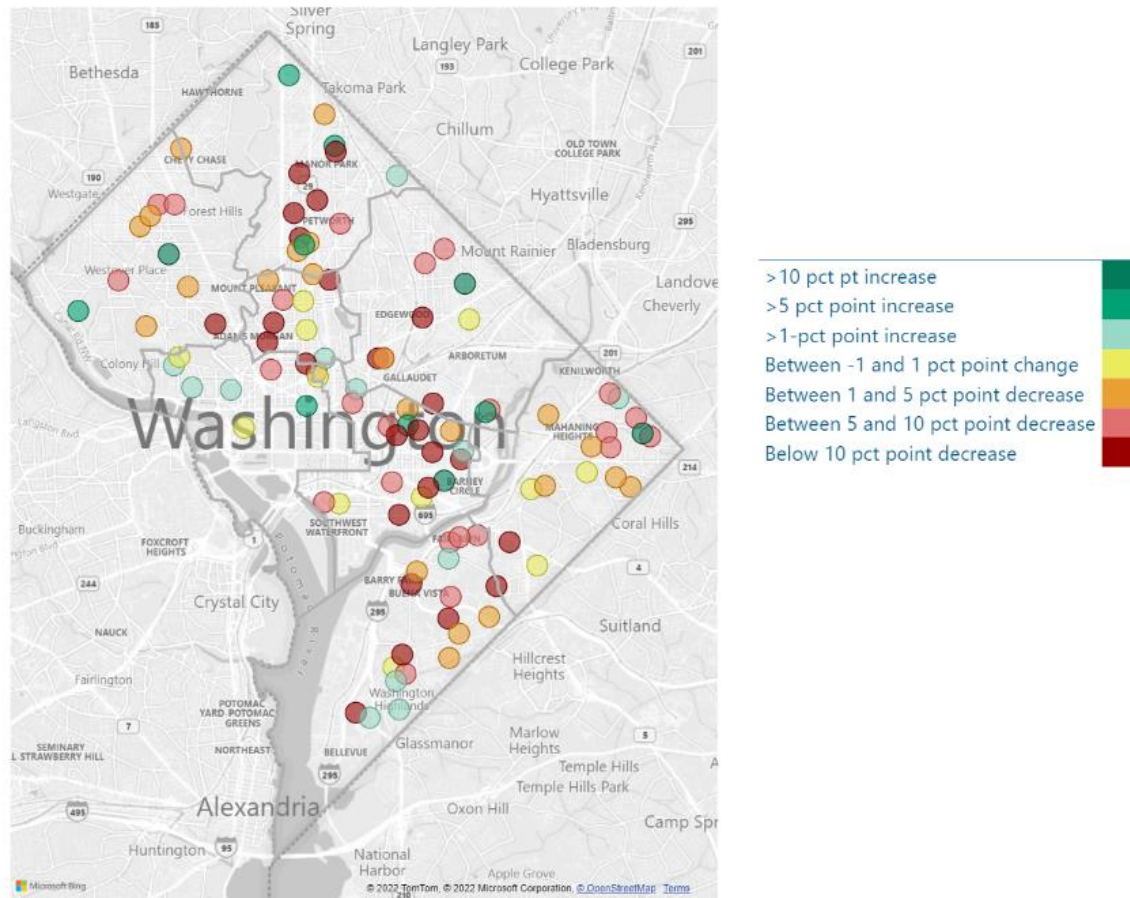
All race and gender groups decreased in math. Female students experienced larger declines than males across all subgroups.



\*rounded to the nearest 10th of a percent

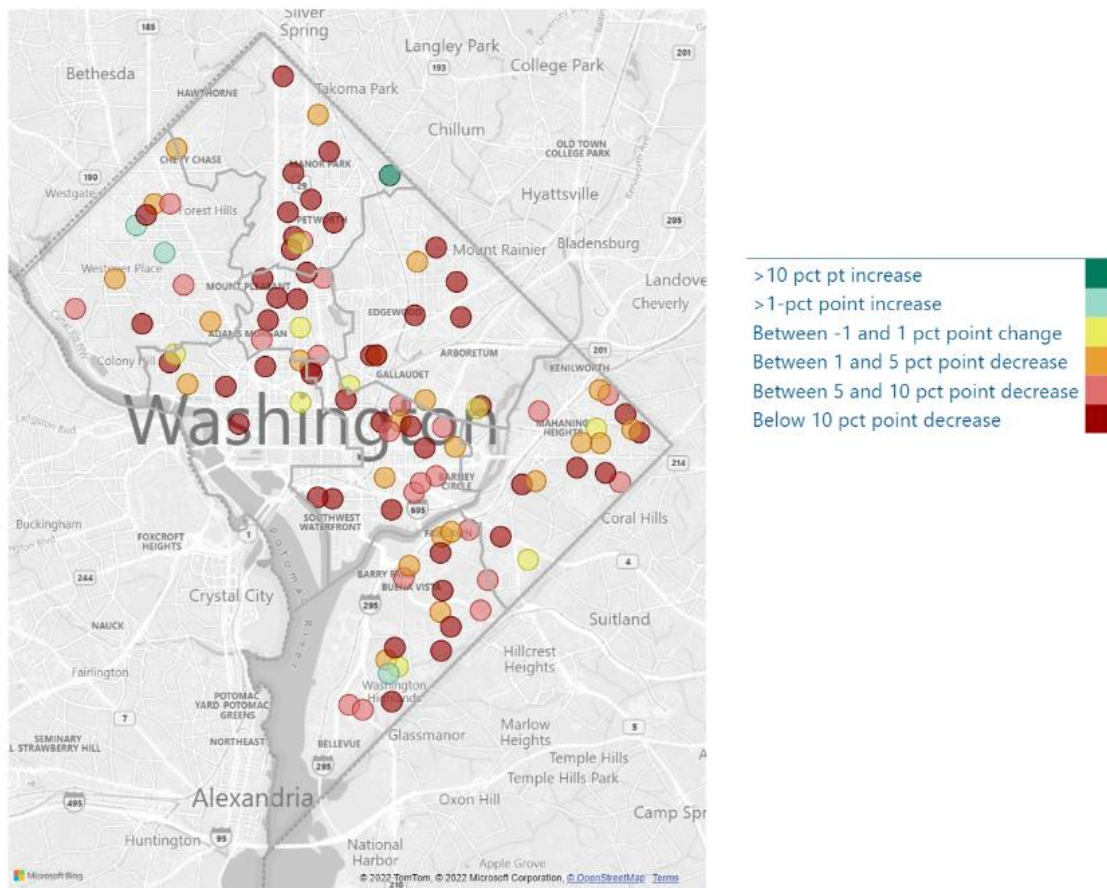
ELA movement in school-level proficiency was mixed, with both upward and downward movement scattered across wards.

ELA PARCC Proficiency Change from 2019 to 2022 by School Location and Ward



Most schools saw a decline in proficiency on math, with many dropping more than 10 percentage points.

Math PARCC Proficiency Change from 2019 to 2022 by School Location and Ward





# Appendix

# Overall and Subgroup Results

Metric	ELA 2022							ELA Change from 2019 to 2022	Math 2022							Math Change from 2019 to 2022
	# Takers	% L1	% L2	% L3	% L4	% L5	% L4 + L5		# Takers	% L1	% L2	% L3	% L4	% L5	% L4 + L5	
<b>Overall</b>																
DCPS Total	23,438	26%	19%	20%	26%	10%	35%	-4.5%	22,663	30%	28%	20%	18%	4%	22%	-10.1%
<b>Race/Ethnicity</b>																
Black/African American	13,805	34%	23%	22%	18%	3%	22%	-5.2%	13,430	40%	33%	18%	8%	1%	8%	-9.7%
Hispanic/Latino	4,993	26%	20%	22%	26%	6%	32%	-7.5%	4,872	25%	32%	24%	16%	2%	18%	-15.5%
White/Caucasian	3,507	2%	4%	11%	49%	34%	83%	-5.0%	3,286	3%	6%	18%	53%	20%	72%	-9.6%
Multiracial	657	6%	8%	13%	43%	30%	73%	-1.4%	615	7%	11%	23%	43%	17%	60%	-8.6%
Asian	428	7%	7%	13%	45%	29%	73%	1.0%	415	4%	13%	19%	48%	16%	65%	-3.6%
Am Ind/Alaskan Native	30	33%	10%	30%	13%	13%	27%	1.7%	28	29%	32%	25%	14%	0%	14%	-21.4%
Pac Islander/Native Hawaiian	18	22%	17%	17%	33%	11%	44%	-7.9%	17	0%	29%	35%	18%	18%	35%	-17.1%
<b>EL</b>																
EL (Active and Monitored Students)	3,636	33%	24%	23%	18%	2%	20%	-2.0%	3,668	29%	35%	22%	13%	1%	15%	-11.0%
<b>SPED</b>																
SPED	3,866	58%	22%	12%	7%	1%	8%	-1.1%	3,772	55%	30%	9%	5%	1%	6%	-3.0%
<b>At-Risk*</b>																
Yes	11,020	39%	24%	21%	14%	2%	16%	-4.6%	10,737	44%	35%	16%	5%	0%	5%	-9.2%
<b>Gender</b>																
Female	11,637	21%	18%	21%	28%	13%	41%	-5.1%	11,272	29%	28%	21%	18%	4%	22%	-11.5%
Male	11,792	32%	19%	19%	23%	7%	30%	-4.0%	11,384	31%	28%	19%	18%	5%	23%	-8.8%
<b>Student Grade</b>																
3	3,520	35%	17%	17%	27%	4%	31%	-4.4%	3,526	26%	21%	19%	23%	11%	34%	-9.4%
4	3,607	26%	18%	18%	25%	12%	37%	-4.0%	3,619	25%	27%	20%	24%	4%	29%	-11.1%
5	3,307	23%	20%	21%	29%	8%	36%	-0.1%	3,313	29%	26%	20%	20%	5%	25%	-8.1%
6	2,550	23%	23%	22%	26%	6%	32%	-6.9%	2,540	36%	25%	18%	16%	4%	20%	-5.4%
7	2,532	22%	19%	21%	20%	17%	38%	-9.9%	2,520	20%	33%	24%	18%	5%	23%	-6.2%
8	2,677	28%	18%	21%	23%	10%	33%	-12.0%	2,669	42%	28%	15%	13%	2%	15%	-9.5%
HS (Required Tests)	5,245	26%	17%	19%	26%	12%	38%	-0.5%	4,476	33%	35%	21%	11%	0%	11%	-9.3%